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SCHOOL LIFE

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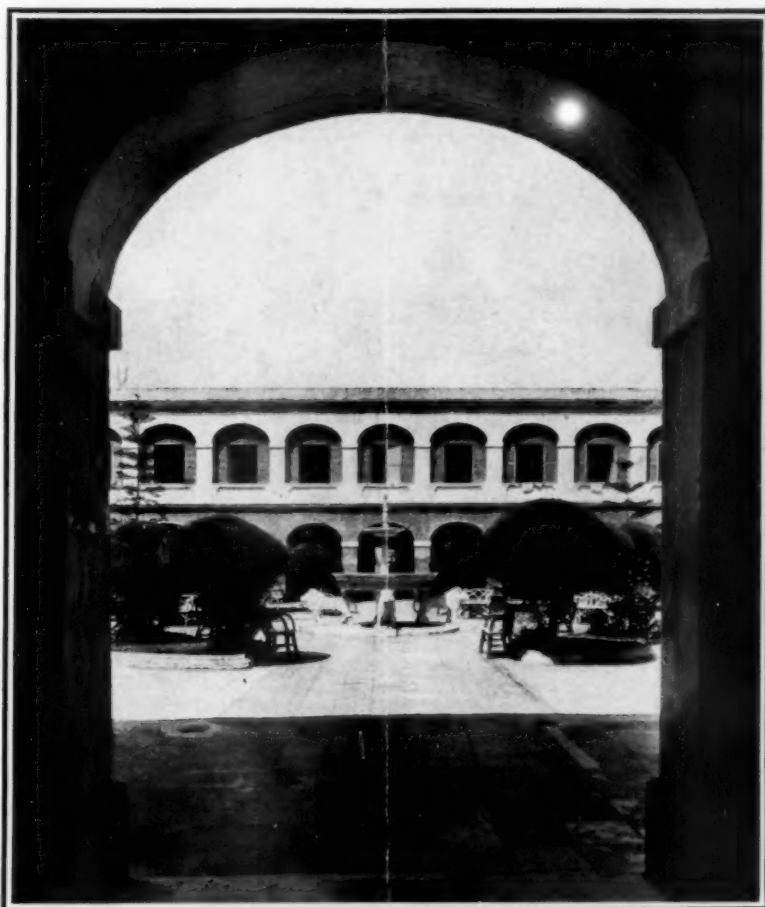
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Washington's Rules of Civility and Decent Behavior

ONE EXQUISITE but rare pleasure of life is to be transported flesh and blood into an earlier century. A well-played minuet will sometimes turn the trick. A first visit to Mount Vernon is almost sure to make a person pinch himself in order to be certain that he is in the twentieth—not the eighteenth century. George Washington's Rules of Civility have that strange magic. Compounded of colonial Emily Post and colonial character education, they have the curious power of throwing open the doors of history. (Scholars know now that the Rules are Hawkins's not Washington's. And before they were Hawkins's rules they were French Jesuit maxims. But they are Washington's rules to this extent—he guided his life by their precepts. Treasured in the Library of Congress is the original penmanship exercise, in young Washington's boyish handwriting.* Following are a few of the Rules which most successfully evoke the vision of the eighteenth century:

9. **SPIT** not in the Fire, nor Stoop low before it neither Put your Hands into the Flames to warm them, nor Set your Feet upon the Fire especially if there be meat before it.

10. **WHEN** you Sit down, Keep your Feet firm and Even, without putting one on the other or Crossing them.

12. **SHAKE** not the head, Feet, or Legs, rowl not the Eys, lift not one eyebrow higher than the other, wry not the mouth, and bedew no mans face with your Spittle, by appr . . . r him . . . you Speak.

13. **KILL** no Vermin as Fleas, lice ticks &c in the Sight of Others, if you See any filth or thick Spittle put your foot Dexteriously upon it, if it be upon the Cloths of your Companions, Put it off privately, and if it be upon your own Cloths return Thanks to him who puts it off.

18. **READ** no Letters, Books, or Papers in Company but when there is a Necessity for the doing of it you must ask leave: come not near the Books or Writings of Another so as to read them unless desired or give your opinion of them unask'd also look not nigh when another is writing a Letter.

26. **IN PULLING** off your Hat to Persons of Distinction, as Noblemen, Justices, Churchmen &c make a Reverence, bowing more or less according to the Custom of the Better Bred, and Quality of the Persons Amongst your equals expect not always that they Should begin 'tith you first, but to Pull off the Hat when there is no need is Affectation, in the Manner of Saluting and resaluting in words keep to the most usual Custom.

32. **TO** one that is your equal, or not much inferior you are to give the chief Place in your Lodging and he to who 'tis offered ought at tae first to refuse it but at the Second to accept though not without acknowledging his own unworthiness.

35. **LET** your Discourse with Men of Business be Short and Comprehensive.

38. **IN** visiting the Sick, do not Presently play the Physician if you be not Knowing therein.

41. **UNDERTAKE** not to Teach your equal in the art himself Professes; it flavours of arrogancy.

45. **BEING** to advise or reprehend any one, consider whether it ought to be in Publick or in Private; presently, or at Some other time in what terms to do it & in reproving Shew no Signs of Cholar but do it with all Sweetness and Mildness.

46. **TAKE** all Admonitions thankfully in what Time or Place Soever given but afterwards not being culpable take a Time or Place Convenient to let him know it that gave them.

51. **WEAR** not your Cloths, foul, unript or Dusty but See tney be Brush'd once every day at least and take heed that you approach not to any Uncleaness.

53. **RUN** not in the Streets, neither go too slowly nor with Mouth open go not Shaking Yr. Arms. . . . not upon the toes, nor in a Dancing . . .

54. **PLAY** not the Peacock, looking everywhere about you, to See if you be well Deck't, if your Shoes fit well if your Stockings Sit neatly, and Cloths handsomely.

56. **ASSOCIATE** yourself with Men of good Quality if you Esteem your own Reputation; for 'tis better to be alone than in bad Company.

60. **BE** not immodest in urging your Friends to Discover a Secret.

61. **UTTER** not base and frivolous things amongst grave and Learn'd Men nor very Difficult Questions or Subjects, among the Ignorant or things hard to be believed, Stuff not your Discourse with Sentences amongst your Betters nor Equals.

73. **THINK** before you Speak pronounce not imperfectly nor bring out your Words too hastily but orderly and Distinctly.

82. **UNDERTAKE** not what you cannot Perform but be Carefull to keep your Promise.

83. **WHEN** you deliver a matter do it without Passion & with Discretion, however mean ve Person be you do it too.

85. **IN** Company of these Higher Quality than yourself Speak not till you are ask'd a Question then Stand upright put of your Hat & Answer in few words.

90. **BRING** Set at meat Scratch not neither Spit Cough or blow your Nose except there's a Necessity for it.

91. **MAKE** no Shew of taking great Delight in your Victuals, Feed not With Greediness; cut your Bread with a Knife, lean not on the Table neither find fault with what you Eat.

92. **TAKE** no Salt or cut Bread with your Knife Greasy.

95. **PUT** not your meat to your Mouth with your Knife in your hand neither Spit forth the Stones of any fruit Pye upon a Dish not cast anything under the table.

100. **CLEANSE** not your teeth with the Table Cloth Napkin Fork or Knife but if Others do it let be done wt a Pick Toota.

108. **WHEN** you speak of God or his Attributes, let it be Seriously & . . . Reverence. Honour & obey your Natural Parents altho they be Poor.

110. **LABOUR** to keep alive in your Breast that Little Spark of Celestial fire called Conscience.



* The complete list of 110 Rules of Civility appears on pages 6-14 in Papers for Program Three, "Youth and Manhood of George Washington," published by the Bicentennial Commission. Selections of the Rules according to grade levels appear in "Selections Relating to George Washington for Declamatory Contests in the Elementary Schools," also published by the commission, but available only to schools engaging in the contests. Johnson Publishing Co. has adapted them to school use in one of their George Washington Work Book series.

SCHOOL LIFE

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No. 7

The Schools of Porto Rico

By Theodore Roosevelt

Governor of the Philippine Islands, former Governor of Porto Rico

IT IS COLD comfort for any child to be turned out on the world after his education has been completed, with no means of earning a livelihood. We have had in the past in Porto Rico, as we have had in the continental United States, a tendency to educate boys and girls with no thought as to their future. One of our most important endeavors—if not the most important—is the extension and development of a special type of consolidated vocational rural school.

We also feel, however, that the schools should be the fulcrum on which to rest the lever wherewith we hope to change the conditions on the island. Through them we expect to disseminate practical knowledge not only to the children but also to their parents. We have now in operation on the island 3,786 schools, among which some 2,028 can properly be classed as rural. On the other hand, we have only 16 health units, and 65 agricultural agents. Therefore, the schools are the logical means whereby we can get practical information on useful subjects to the people who need it most.

Triple rural High Schools

During the past year we have nearly tripled the number of our rural secondary schools, bringing the total to 36 in 1931 from 13 in 1929. The annual cost of each one of these units, including all expenses, is about \$10,000. Furthermore, we have wherever possible, continued and amplified our policy of extending through the other schools instruction of a similar nature, instruction that may be readily applicable by the children to gaining their livelihood and improving the conditions in which their families are living at this time.

Our plans in this have been greatly aided by the extension to Porto Rico by the Federal Congress of the Smith-Hughes Vocational Training Act, whereby Porto

Rico receives aid in vocational training in the same fashion as do the States of the Union. This act provides a sum of money of approximately \$125,000 which we match down here, and which is devoted to vocational training along certain specifically designated lines—agriculture, home economics, trades, and industries.

country. One-third of the proceeds goes to the boys; two-thirds is either sold for school funds or used in the school lunch-rooms. Each boy is encouraged to have at his home a small truck garden. These gardens are inspected by the school authorities and prizes are awarded—useful prizes such as pigs, chickens, or rabbits.

Avoiding Ornate Uselessness

In addition to these endeavors, which are directed purely toward agriculture, there are certain other trades taught in these schools, such as barbering, carpentry, and cobbling.

We have classes in manual training but in them we do not make articles of ornate uselessness. Everything constructed by the pupils has a value. They make chairs, tables, beds, washboards, etc.—objects which when finished can go into the home and be of use there. To illustrate what can be done, 80 per cent of the furniture for the new schools established this year was made by the school children themselves! The pupils also constructed outbuildings for stock.

Meanwhile the girls are being instructed in home economics—the home economics which is adapted to the conditions in which they live. They are taught cooking, sewing, and embroidery. Embroidery is a distinct economic asset. They cook on charcoal stoves similar to those which are used in their own homes. They prepare and serve the meals for the school lunch-rooms.

School Children Build a \$250 House

We are now working on plans for a model house which we intend to have constructed by the school children to serve as an example of what can be done at a very small cost. One very comfortable house, in which everything, building and furnishings, was made by the children, cost approximately \$250.



GOVERNOR THEODORE ROOSEVELT

His record as chief administrative officer in one island in the West Indies prompted President Herbert Hoover to make him governor of 7,000 islands that compose the Philippines.

We have arranged the curriculum of these special rural schools as follows: We are teaching reading, writing, arithmetic, and English. The rest of the curriculum is practical. Each school is built on a small farm from 5 to 15 acres in size, which is cultivated by the boys under the direction of a farmer. The crops raised are such as are profitable in the surrounding

During the year 1930-31, through money raised from private sources in the continental United States, plus sums appropriated by the insular government, and the help of various communities, we have been able to feed a daily average of approximately 50,000 children in our school lunch rooms. We have used these lunch rooms not merely to feed the children, who would otherwise have gone hungry, but also to inculcate proper ideas of dietetics on schedules arranged by the medical authorities. A meal costs in the neighborhood of from $3\frac{1}{2}$ to 5 cents per child. As we do not believe in the principle of "something for nothing," we arrange for each child to pay 1 cent, or contribute its equivalent in produce. Naturally, where the child can do neither of these, he gets the meal just the same.

A Visit to a 1-Room School

A number of our rural schools have a social worker who visits the families and explains to them the basic principles of sanitation, health, and diet. Eventually we hope each school will have one. The social workers are being specially trained in a summer course at the University of Porto Rico. They are used also in connection with our health units, and in several districts have been put in charge of the milk stations, where they supervise the feeding of babies and children of preschool age.



THE SCHOOL OF TROPICAL MEDICINE AT SAN JUAN, PORTO RICO

The devotion of our school-teachers, who form the shock troops in our fight for better conditions, is notable. Few realize, who have not seen them at work, just what their day's schedule means. For example, not long ago I visited a little 1-room schoolhouse in a country district. The school-teacher was a young woman about 24 years of age. Every morning she walked a couple of miles on a muddy road to get to her work, returning in the same fashion in the evening. During the morning period she had 37 children; during the afternoon she had 35 others. She supervised and arranged for the serving of

a noonday meal in the school to approximately 25 children. She directed the care by the children of a truck garden nearly an acre in size, in the cultivation of which she had obtained the cooperation of the near-by parents. She was bright, cheerful, and had no complaints. When I asked her if there were anything else she needed, she thought for a second and said, "New lanyards for the flagpole"—that was all. She gets a salary of \$65 a month for a 10-month year.

In one of our municipalities the school superintendent not only handles the affairs of the schools, but in addition has organized a class in needlework which gives instruction to a hundred or more women, supervised and encouraged the planting of truck gardens, organized the distribution of food during a famine due to a prolonged drought, and helped in a hundred other ways.

Parents Also Come to the School

The spirit of these teachers is illustrated by the fact that this past summer the university summer school had some 1,200 students, the vast majority of whom were school-teachers. It is on these school-teachers and their schools that we place our reliance.

We have prescribed as part of the curriculum in each rural school and in many

(Continued on page 137)



A BIRD'S-EYE VIEW OF THE RURAL SCHOOL AT SABANA HOYOS, ARECIBO, PORTO RICO, DISCLOSES THE BREADTH OF ITS EDUCATIONAL PROGRAM

Half the day in the new type Porto Rico school is spent on academic subjects; the other half learning farm keeping and home keeping by practice. Most schools have 5 acres on which to cultivate model gardens and raise stock. Gardens supply vegetables which the girls studying home economics use in preparing the regular school lunch. Note the playgrounds for younger children, basket-ball courts for older children, henhouses behind school, and the beginnings of a flower garden to the left of the basket-ball court.

An Adventure in Reading

By W. S. Coy

Business Manager, Ohio Teachers' and Pupils' Reading Circle

THERE ARE so many angles from which the Ohio Teachers' and Pupils' Reading Circle may be viewed that it is not at all easy to put in words all that it means.

Back in 1882 at a summer session of the Ohio State Teachers Association, Mrs. Delia Williams spoke. Fewer than a hundred teachers were in her audience. But the earnestness with which she spoke and the novelty of her plan won action. By the action of the association there and then the Ohio Teachers' Reading Circle was formed. Serving continually ever since, it is to-day a flourishing and youthful institution.

Mrs. Williams, an outstanding Ohio Wesleyan University teacher, proposed that the association appoint a board of control to choose books worthy of study by young teachers. A board was appointed. A list of books was chosen for the first year. That board and its successors have chosen such a list of books for each of the years that have followed.

Teachers' Town Meeting

In its early days the Reading Circle was unique as the only preparation for teaching service offered. Local circles became regular teachers' town meetings. The books studied then, as now, were a reflection of the thought and action of the best and most forward-looking educational leaders of their time. Without a doubt the reading circle hastened the coming of the normal schools and colleges of education as we know them to-day.

There is no one of the original members of the board of control now living. But the work they began so well carries on. The present board is composed of nine members. Two are elected at large from the Ohio Education Association for terms of four years. For a like term a member is elected by each of the six district education associations. The State director of education is a member ex officio. The board elects a secretary who also acts as business manager.

The board each year selects five to seven books that constitute the current reading list for the teachers' reading circle. They also select 50 books adapted to the various elementary grades and the high school which are the current reading list of the Ohio Pupils' Reading Circle. The elasticity afforded by the new choice made each year by a thoroughly representative board makes it impossible for the reading circle to be other than a live

and growing institution, reflecting from year to year the best work that is being done and pointing the way ahead.

From the first those charged with the responsibility of the selection of these books have given their very best efforts and they have sought the counsel and advice of their associates in school work in performing this important service. Through the years there has come to be such a quality of respect for the ideals of this good work and such a confidence displayed in the product of the choice that every newly elected member of the

The Ohio Teachers' Reading Circle, pioneer book distributing club, sends out approximately 100,000 volumes per year

Books chosen for the 1931-32 Teachers' Circle Course are:

Wider Horizons. By Herbert A. Gibbons. New York, Century Co., 1930.

Reading Activities. By Grace E. Storm and Nila B. Smith, Boston, New York, Ginn & Co., 1930.

Adventurous America. By Edwin Mims. New York, Scribners Sons, 1929.

Psychology of the Elementary School. By Harry G. Wheat. New York, Boston, Silver Burdett & Co., 1931.

The Teacher in the New School. By Martha Peck Porter. Yonkers-on-the-Hudson, N. Y., World Book Co., 1930.

Marks of an Educated Man. By Albert Edward Wiggam. Indianapolis, Bobbs-Merrill Co., 1930.

Ways to Teach English. By Thomas C. Blaisdell. Garden City, N. Y., Doubleday, Doran & Co. (Inc.), 1930.

board of control naturally is impelled to prove his fitness for his trust by making the reading circle ideal grow in fineness of worth in consonance with the latest and best educational thought and effort.

The teachers' reading circle books are dedicated to the continued professional growth of teachers who are disposed to keep on learning. This year's seven books are listed elsewhere on this page.

The pupils' reading circle books are chosen to cultivate in the individual child a love of reading good books and to establish in him a permanent interest in worth-while reading material. The current list of 50 recent children's books is too long for the space allotted here. If you want it send your request, Teachers' Reading Circle, Columbus, Ohio.

Once chosen both teachers' and pupils' books are ordered in thousand lots from the publishers. Circulars describing the books are prepared and mailed. Then the orders begin coming and hundreds of parcel-post packages are sent out all over Ohio, and even to old friends far away who have learned of this service. A few days ago an order came from Aburi, Gold Coast, West Africa. One comes every year from Phoenix, Ariz., and from a number of school people in bordering States. Occasionally calls come from Korea, Egypt, Porto Rico, and Hawaii. After the books have gone, checks begin coming in. Then publishers' bills and other items must be paid. Each month a statement of receipts, expenditures, sales, accounts receivable and accounts payable is sent to each board member. At the end of the fiscal year the auditing committee of the Ohio Education Association, assisted by an expert accountant, inspect the books and make a financial report covering the business of the year.

How the Books Are Used

Meantime in one school and another the principal is making use of the books in teachers' meetings. A meeting of teachers of 1-room school buildings of a county is considering suggestions offered by this author and that. In another group every teacher has read a chapter or two and as they read they write suggestions for discussion. These suggestions are left with the principal who mimeographs them and so provides lists that make the meeting program effective. Sometimes the meetings are immediately after school. At other times combination social and professional sessions are held in the evening. Then there is the solitary reader. He finds great joy in traveling through a book afoot, across lots and alone.

From one of our young old men—past 91 years of age—whose name has been for years and years in "Who's Who in America" came a call the other day for three books entitled, respectively: "Wider Horizons," "Adventurous America" and "The Marks of an Educated Man."

Los Angeles Schools Welcome Japanese Culture

By Valerie Watrous

Member of Headquarters Staff, Los Angeles Public Schools



Drawn by Bill Thompson

ON THE STEPS of a side entrance to the Roosevelt High School in Los Angeles last July a little Japanese girl in a brilliantly figured silk kimono tugged and pulled at a heavy white stocking that had one big toe. Beside her lay her Japanese toe-strap sandals.

"These stocking feel so funny," she said to a bystander. "I can't see how my mother ever wore such shoes. I like American shoes so much better. Those make my feet hurt."

In this California high school more than 100 Japanese boys and girls are trying to adjust traditions to conditions.

"We are not American although we were born here, nor are we Japanese since we can not accept the viewpoint of our fathers and mothers who were born in Japan," said a lovely Japanese girl in Los Angeles. She is a product of the city's public schools and has been reared entirely in the environment of the United States.

She was speaking as one of a number of intelligent Japanese school boys and girls who were attempting to answer the age-old question of what shall be the position of a minority group, either of race, religion, or language, in any country. In this particular case, out of the many thousands of such cases in the world, a Japanese group trained in the language, ways of living, and ideals common to the United States is trying to work out adjustments on the one hand with the surrounding Caucasian majority trained in like ideals, and on the other with their Japanese parents born and reared in Japan and keeping to its traditions.

Most Serious Conflict with Ideals of Older Generation

"Of course it does not take us long to discover that we must be sufficient unto ourselves," she continued reflectively. "We must make a place for ourselves. It must be a place where we shall be surrounded by our own kind, a place where we shall meet Japanese boys and girls who have been trained in the American tradition and who discover that the Japanese tradition is in conflict with those standards which you Americans have set up and which we find acceptable."

One of the most serious conflicts which these Japanese students encounter is not with the ideals and environment of the United States, but with that older generation in their own homes.

"My mother and father are shocked," said another Japanese girl, "when I compete with boys in my classes and dance with them American fashion at our parties. The older Jap-

anese woman regards boys and men as strange and mysterious beings. It is impossible to make them understand that we girls of the second generation in the United States look upon these boys as just classmates."

The people of the United States have been severely and adversely criticized many times for absorbing into their body politic large numbers of folk from other countries without trying to make the most of the wealth of culture those folk have brought with them into this country. Partly to avoid this mistake but more for the purpose of adding to the immediate happiness and wholesome development of the children, the teachers and counselors of the Roosevelt High School have undertaken the interesting task of unifying the Japanese group, some of which are young people of peasant stock, others the sons and daughters of small tradesmen, and still others who trace their ancestry for a

ROOSEVELT HIGH SCHOOL



Drawn by Bill Thompson

thousand years through the feudal families of old Japan.

A Japanese Garden All Their Own

The children have their own club and their social functions to which the mothers and fathers and all the kith and kin of the group are invited. On the school grounds they were allotted a plot approximately 200 feet square for their own use. This they are converting into a Japanese garden and while the work is only half finished, it already gives promise of its future. The garden is inclosed with a high fence and gates of split bamboo, and one day, when the California sunshine and that rare native artistry of the garden's sponsors have completed the work, it is destined to be known as one of the beauty spots of the city. It is, of course, a garden in miniature. A part of it has been given over to a charming little pond, fed by a stream that trickles down over and through the rocks from a diminutive waterfall built up in the back of the garden. Lava rocks of vivid hues have been transported hundreds of miles by the young gardeners, who gave 5 hours a day before and after school and sometimes 10 or 12 hours on Saturdays, in the development of this beauty spot. Girls work side by side with the boys, digging and scooping the earth, carrying rocks, and planting the trees and the flowers.

This unification of the Japanese and the encouragement to them to retain the best of their culture so that the other people of the United States as well as they may enjoy and profit by it, is not confined to the one high school; it extends generally throughout the city system. One of the fine entertainments offered the National Education Association delegates last July was a Japanese festival arranged by the students of the school with the assistance of faculty members from some 16 elementary and junior high schools, which have many Japanese students, together with the Japanese Chamber of Commerce. This latter group supplied the decorations and engaged the artists who presented the program. More than 1,000 enthusiastic guests were present. Colored lanterns, cherry blossoms, huge tissue-paper fish flying from fence posts and

flagpoles, their sides realistically bulging with the gentle breeze that obligingly played about the campus all afternoon and evening, gave life and charm to the picture and served as a fitting background for the gay kimono-clad figures that moved about in the throng. A feature of the day was the exhibition of a series of flower arrange-

that has been repeated, with some variations to be sure, many times in the Japanese families in Los Angeles. This young woman, born in Los Angeles and graduated from one of its high schools, was sent to Japan to consider three young men, one of whom she was to choose as her husband. It is not common to leave the decision with

the daughter and her parents felt they were unusually lenient in allowing her a choice in the matter.

She returned from Japan unwed, and when asked about her possible marriage she smiled reflectively and said: "Yes, I met all three of them; fine young men, and from wealthy families, but they were Japanese. They didn't inspire me." So she returned to join the growing colony of the second generation and in it she will presently find a mate.

It was explained by a mutual friend who knew the girl's family well that she found the restrictions placed upon Japanese women much too irksome after having known the freedom of American life.

You must already have judged from this account that these young people have good minds. They measure up well in scholarship. Teachers throughout Los Angeles declare that the Japanese student is always earnest, that he works hard. Often he is a brilliant student, and vice principals assert that it is unheard of for a Japanese child to be "sent to the office."

"We never see them here because they are never in trouble," says Miss Reeves, vice principal of the Roosevelt High School. Teachers elect the Roosevelt school for summer work. They say they prefer to teach in it because the Japanese children are so eager mentally and that they and their classmates from southern Europe take their studies more seriously than does the average son or daughter of the well-to-do American.



ROOSEVELT HIGH SCHOOL GIRLS CHERISH JAPANESE CUSTOMS

America has filled its museums with inanimate treasures of foreign cultures. Now in Cleveland, Los Angeles, and elsewhere schools are beginning to discover and appreciate that children of newcomers to the United States can bring into the classrooms the distinctive and significant achievements of foreign cultures in a vital living manner no museum can ever hope to achieve.

ments by a number of Japanese women, each of whom had earned a diploma in Japan for her artistry in this work.

To turn to more serious matters, what will a Japanese girl of the second generation in the United States do when she comes to the marriageable age? As an answer to this question, I relate an experience typical of these young women, one

Nearly 7,500 school cooperative societies were established in France up to the end of last year. A central cooperative society furnishes the schools with scientific apparatus and any necessary materials for handwork.



Drawn by Bill Thompson

Twenty-Five Years of Progress in Recreation

By James Edward Rogers

Director, National Physical Education Service, Playground and Recreation Association of America

IN THE CABINET ROOM of the White House with President Herbert Hoover, and members of his Cabinet, the board of directors of the National Recreation Association celebrated its twenty-fifth anniversary April 13, 1931. Twenty-five years before on April 12 at the invitation of President Roosevelt, the first board of directors met in the same room and listened to the stirring statements by President Roosevelt for the need of play in the life of the American people.

It is fitting, therefore, to summarize the progress made and to point to the trends for the future. Perhaps the first official recognition of the need of play for children and the necessity to provide playgrounds was made in Boston in 1886 when the sand courts were established for little children under the leadership of trained kindergarten. Municipal provision for play and recreation was first made in 1900 by the Chicago South Park Commission when they built their wonderful neighborhood recreation centers. Of course there are many instances before 1886 of the recognition of the need for community recreation. However, the date of 1906 marks the start of a national movement when definite trends can be ascertained.

Expenditures for Recreation

From 1906 to 1930 there has been a steady rapid growth in the playground and recreation movement. In 1906 about 40 communities were making some provision for community recreation. Twenty-five years later in 1931 a thousand communities were providing programs. Each year has shown a steady growth. The yearbook of the National Recreation Association, June, 1931, furnishes us

with valuable statistics showing this steady yearly growth of the recreation movement.

Another sign of fundamental progress is the steady increase in expenditures. Although there has been a financial depression for the past two years these two sets of figures are very significant. Despite the industrial depression, \$1,000,000 more was spent for recreation leadership by localities during 1930 than was expended during 1929. Altogether over \$5,000,000 more was expended for local recreation in 1930 than in 1929. Total recreation expenditures: 1929, \$33,539,000; 1930, \$38,500,000. Total expenditure for leadership: 1929, \$7,059,000; 1930, \$8,100,000.

There has been an increase in the use of municipal recreation facilities. To quote from the yearbook, 1931: The reports of attendance at playgrounds and indoor

recreation centers give fuller information on the extent of their use than has been available heretofore. Although many communities do not record attendance, the cities reporting indicate a total average daily playground attendance during the summer of 2,822,940 participants. In addition, one-half of these cities report an average of 899,418 spectators daily during the summer months. Therefore, approximately 3,750,000 people were served daily by the playgrounds in these cities alone. A total attendance of both spectators and participants at playgrounds for the year 1930 is reported by 573 cities to be 206,816,987. Since the spectators are not included in many of these reports and since the attendance at more than 1,000 playgrounds is not recorded, the total number of playground visitors during the year is far in excess of this figure. Likewise the number of participants at the indoor centers and recreation buildings reached the remarkable total of 34,114,757 persons in the cities submitting attendance data.

Recreation a Public Utility

Trained leadership is now in demand. One hundred and forty colleges and universities now provide training courses in recreation. A national graduate school has been established by the National Recreation Association for the training of executives. Experience has shown that a recreation worker must be trained as an educator, as a physical educator, as a teacher, and as a social worker.

Perhaps the most outstanding significant contribution to our modern community life in America has been this recognition that recreation is a



Drawn by Bill Thompson



Drawn by Bill Thompson

public utility—as important as health, education, or safety—that it is a public necessity—a municipal function of government in that it certainly must provide playgrounds and recreation centers as it furnishes schools, sewers, and streets; that it must provide for trained leadership as it employs a superintendent of schools or a chief of police.

These past 25 years have seen a remarkable growth in the acquisition of areas and facilities. In the next 10 years, however, we must acquire twice as much property as we have in the past. The necessity of obtaining play areas for the future is most pressing and immediate.

The past quarter of a century has witnessed an expanding and enriching program. At the start, play activities were largely physical games and sports, but today the program is a broad one. Plays, games, sports, athletics, physical activities we will always have on the playgrounds. But we also now stress the arts and cultural recreational interests for both young and old; music, drama, camping, nature study—all these activities that have to do with the enrichment of leisure time are the field of the community recreation program.

Trends Predicted

Two hundred and thirty-three city governments through playground and recreation commissions provide play and recreation programs. However, one of the remarkable developments in the past 25 years has been the creation of recreation programs by park boards and departments. More than 240 park boards operate play and recreation programs. Another sign of the times is the increasing interest on the part of schools in the development of recreational programs. One hundred and fifty American school systems now maintain departments of recreation.

1. In the immediate years to come recreation must make a larger contribution to adult education and the wise use of leisure time.

2. Recreation will have much to do with avocational activities. It will concern itself not only with physical activities but with hobbies and the creative interest of both young and old.

3. Public recreation and public education must come closer together and cooperate in the business of providing for the leisure time interest for the whole community. Each has a distinct field but both have much to give to each other in the common community program.

4. In the next 10 years the recreation program will demand new leadership, with a new philosophy and a new psychology. All professions are now changing their points of view to meet the new day and the new conditions of life.

5. In the future because of the bigger jobs to be done, a closer cooperation between all municipal, public, and semipublic groups touching leisure time will become most necessary so that a general com-

munity recreation system may be developed.

At the White House meeting April 13, President Hoover said:

I have followed the work of the association for many years. It has taken a most significant and a magnificent part in the whole recreational development of the country. Its work to-day is of increasing importance because of the growing congestion of the cities on the one hand and the increasing leisure of people on the other. The whole recreational movement is one not only vital to public health, but it is vital to public welfare. The growing congestion of the cities presents constantly new problems of physical and moral and mental training of children, on one hand; and the growing leisure by shortened hours of labor presents increasing problems in provision of opportunity for proper use of increasing leisure for adults. Fewer problems in government arise which concern people while they are at work than while they are at leisure. They do not often go to jail for activities when they are on their jobs. Most of our problems arise when the people are off the job. Every progress in constructive recreation for leisure time not only improves health, but also morals.



A Teacher Retires from the Supreme Court Bench

"If you want to hit a bird on the wing you must have all your will in a focus—every achievement is a bird on the wing. Forget subjectivities. Be a willing instrument."

These are the words of a former teacher, one who has been termed "the greatest living American," Oliver Wendell Holmes.

Many years ago Oliver Wendell Holmes taught in the Harvard law school. In 1882 he became a justice of the Supreme Judicial Court of Massachusetts. In 1902 he was appointed to the United States Supreme Court by President Roosevelt. Nearing his ninety-first birthday, this former teacher and sage of the bench resigned from his high position.



Drawn by Bill Thompson

Orpheus Works Wonders in the High School

By Anne E. Pierce

Specialist in Music, National Survey of Secondary Education

THE recent history of music in the public secondary schools of America reads like a modern fairy story, so phenomenal has been its development in the last few years. It is well within the recollection of many when music, if offered in the high school, was confined to compulsory chorus meeting once or twice a week. Exceptional indeed was the school that included any other form of instruction. To-day many high schools are found that offer a variety of courses in theory, history, appreciation, vocal, and instrumental music designed to educate boys and girls according to their musical interests and abilities. In the spring of 1931 it was my privilege as a member of the staff of the National Survey of Secondary Education to seek schools instituting innovating practices in teaching such courses and to observe class procedure in systems of recognized worth scattered from the eastern seaboard to the west coast.

The Stamp of Innovation

From the standpoint of being a relatively new addition to the school program, music instruction may, to a great extent, be considered experimental, yet some of the practices have been so widely accepted as to have become traditional. As a case in point, a course usually required in the first two years in junior high school and known as general music implies a certain amount of theory, music reading, unison and part singing, and appreciation. Frequently the work is merely a continuation of that given in the elementary grades. Departure from this common procedure would therefore stamp a school as an innovator. For example, in the classes I observed in the Grover Cleveland Junior High School, of Elizabeth, N. J., pupils' activities and interests are the basis of plans rather than the expansion of theoretical knowledge and skills previously acquired. Correlation and association with other subjects are the means through which the instructor works in an effort to enrich the offerings in music, particularly for those students without special talent. Songs, instrumental compositions, and information about music are closely allied with work in other classes so that the entire school benefits from the music course.

At the time of my visit the eighth grade was concerned with the Reconstruction Period in American history. Compositions which displayed racial characteristics of the Negro were played and sung.

The teacher and pupils then discussed them from musical and historical points of view. Visual aids were effectively used in this class and readings about the material presented had been placed in the library before the class meeting for the benefit of those who might wish to inform themselves about the lesson. I was told that music students in this school make greater use of the library than those of any other department.

San Dimas, Calif., to Plymouth, Ind.

To a group of boys in the seventh grade prejudiced against singing as the common form of work in that year a course in music appreciation was offered in the Voorhis School for Boys at San Dimas, Calif., in

THIS is the seventh of a series of articles written for SCHOOL LIFE giving preliminary findings of the important National Survey of Secondary Education. This brief article does not aim to report any major portion of the large-scale investigation. The complete report will be published during 1932 as a monograph—one of a series based on the investigations of the survey.—
EDITOR.

which the study of primitive man and primitive instruments was undertaken chiefly from the historical angle. After some discussion of its early development each boy invented a musical instrument using tree trunks, gourds, animal skins, and clay which his ancestors might have used. He also wrote a story putting himself in the place of that ancestor and explaining how his instrument was conceived. From this point the class progressed through a study of the music of the most ancient nations, through that of the time of Bach and on to the present time. A study of musical form was projected and discussions about music were encouraged. Trips to concerts were also introduced when convenient. No textbook was available so one was written by the students for the benefit of future classes.

A departure from the traditional was likewise carried on in Plymouth, Ind. Here the required junior high school music course was divided into three units, students being given the privilege of choosing their own class. The three phases of work offered included vocal, instrumental, and scientific. This last unit was, for the

most part, the one in which the experimental activity was emphasized. It was made up largely of students who expressed no interest in singing or playing. With the aid of the science department, acoustical problems were worked out and applied in various rooms and public halls. Piano construction and tuning, the mechanics of pipe and reed organs were studied, and finally radios were built. Each student was responsible for class demonstrations of his project and reports and readings were required as outside preparation.

Exploratory Courses in Music

In the belief that ninth-grade boys and girls compelled to take music should have some choice as to the kind they study, the director of music in the township high school, Joliet, Ill., provides exploratory courses in listening and performance. During the first semester pupils go in turn to vocal, string, and appreciation studios, spending approximately five weeks in each. In the vocal studio they are given training in the correct use of the voice as well as an opportunity to sing interesting and worthwhile songs; in the string class they learn to tune a violin and something of the technique of this instrument; in the listening work they hear compositions played and sung by others and gain knowledge tending to increase musical understanding and appreciation. For the second semester each student is allowed to choose the studio in which he is most interested.

General music is usually considered a junior high school subject, but the director of music in Kansas City, Mo., feels that it is one that can well be carried over into the upper grades. In the classes I visited, although the plan of work was similar to that used in the junior high school, the material was of a more advanced type and the teaching methods were of such a nature as to appeal to senior high school students. Singing, theory, and listening received attention, but all were closely related. For example, a group of girls gained an insight into certain rhythm problems by singing the old English song Phyllis Has Such Charming Graces, and by listening to an arrangement of an old folk dance. The rhythm patterns which had been placed on the board were recognized and discussed in an analytical way by the class. Another group sang a song by a modern composer and listened to a modern composition played on the phonograph. The two compositions were then compared as to mood, form, melody, intervals, harmony,

cadences, and rhythms. In these classes, drill on sight singing was conspicuous by its absence, yet pupils through a musical sense developed in an intelligent way interpreted notation easily and well.

Preparing for Symphony Concerts

In many schools appreciation lessons, whether a part of the general music course or a separate study, tend to be the outgrowth of the teacher's training and experience, but in Cleveland plans center about the concerts given for school children by the Cleveland Symphony Orchestra. Lessons are devised so that when pupils become auditors at the actual program their background is such that they are appreciative listeners.

A course in music appreciation at Santa Monica, Calif., develops initiative by having students arrange and give concerts. I was fortunate in being able to attend such a program which had been entirely planned by pupils. The committee in charge had consulted with the instructor on the material selected and had given her a written report of the plans, but aside from this preliminary consultation the teacher had no part in the performance. Guests are welcome at these recitals and members of the class are free to invite other pupils and outside friends. Students planning and directing the program are guided by the teacher and their classmates on the following points: Choice and arrangement of musical numbers; content and wording of informational notes; management of phonograph (if used); originality, ability, and preparation displayed in presentation of material; appearance and value of the printed program; poise and appearance of the performer; and interest of the program as a whole.

History of music as a separate course is apparently seldom given. Among schools including it in their curriculum, however, is Oakland, Calif. Here one teacher chose to depart from the usual chronological plan, approaching the subject from a study of contemporary music and the causes which had brought it about. Dram-

atization was a device used with one group in order to make the material realistic. At the time of my visit I met the reincarnation of such composers as Schubert, Beethoven, and Schumann, each boy and girl relating in a personal and vivid way some of the important events in the life of the person he or she had chosen to represent.

mencement morning when the stage is set for the graduates the different choruses engage in a contest. Judges are chosen for the event and a cup, donated by the parent-teacher association, is awarded the winning conductor.

Class instruction in band and orchestral instruments is an important feature of many junior high schools. Piano class instruction is commonly confined to the elementary grades, but I heard advanced classes in such work in the senior high schools of Santa Monica, Pasadena, and Los Angeles where students performed music of such grade of difficulty as the Bach preludes and some of the Beethoven sonatas in a musicianly way.

No Fear for the Musical Future

As counterpart of classes in instrumental work, I found voice classes in Rochester, Cleveland, Cedar Rapids, Oakland, and Pasadena where teachers instructed students in the correct use of the singing voice and acquainted them with worthwhile song literature.

A variation from glee clubs, which are a traditional part of music instruction, are a cappella choirs which are becoming prominent features in schools with well-developed offerings in music. Those I heard at Flint, Minneapolis, Des Moines, Los Angeles, Long Beach, and Pittsburgh showed performance ability equal to the best orchestras and bands which, for some time, have been outstanding examples of the excellent group response possible from high-school boys and girls under good direction. Among those which should be mentioned as notable examples of instrumental organizations are the orchestras and bands in Detroit, Cleveland, Joliet, and Pittsburgh. To hear young people sing some of the Bach chorales and the early English madrigals and play such works as the Franck D-minor Symphony in an artistic and sincere manner are experiences not soon forgotten and give satisfying proof that we need not fear for the musical future of America if some of our schools can continue their present work.



PRACTICING IN HAMTRAMCK'S NEW COPERNICUS JUNIOR HIGH SCHOOL

Pupils are playing on keyboards in unison with a piano. To the left are individual sound-proof practice rooms, each equipped with a piano. Music rooms occupy the entire third floor of this remarkable new building.

Creative activity in teaching harmony has been stressed so much within the last few years that one might infer it has been generally accepted, but the classes I observed where work was confined to drill on the figured bass, a method of long standing, would disprove such an assumption. In Pittsburgh, St. Louis, and Los Angeles, where creative work is being fostered, the term "harmony" scarcely describes the offering, for in such classes skill in composition is being developed.

Some schools endeavor to train individual leaders and directors. In a class in conducting, which I observed in the technical high school in Oakland, a young boy and girl conducted an orchestra with dignity, judgment, and skill rivaling many a professional musician. A special conductor's class is also a part of the school program at Washington High School, Cedar Rapids, Iowa. In this school each home room appoints a director whose duty it is to train the group in singing songs selected by the class. On com-

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Four Paths

THE QUESTION "How do schools progress?" asked editorially in January SCHOOL LIFE, brought some answers.

One, supplied by the assistant director of a strong education research organization, seemed most satisfactory:

How do schools make progress? Education makes progress just the same way as government, business, or any other social enterprise does:

- "(1) Inspiration—the better ideas which come more or less as 'flashes' to many individuals.
- "(2) Trial and error—the muddling through of the typical worker in the field.
- "(3) Research and experimentation—the systematic, controlled, and critical collection of data, including interpretation and application of findings.
- "(4) Publicity—the dissemination of research findings so that the typical worker may eliminate or shorten the 'trial and error' method."

If these are the four paths to school progress, another question immediately arises: How are we using the four paths? Let us make a rough estimate.

Inspiration.—Education gives less recognition and encouragement to inspiration than invention, the arts, advertising, or many other professions.

Trial and error.—A boulevard, not a path.

Research and experimentation.—This path has witnessed increased use in recent years. In actual expenditure and purposeful coordination education lags behind industry considering the American Telephone & Telegraph Co. and the University of Light at Cleveland as examples.

Publicity.—Despite the fact that we have more than 300 educational publica-

When Depression Hit the Suttons¹

I WELL REMEMBER the day when our father came in with a serious look upon his face and gave orders that the parlor be opened. You know in those days we didn't use the parlor the way they do now and call it a living room. It was a sacred spot to be used only for weddings and funerals, or when some serious problem demanded a family conference. When we were all seated there on the hair-cloth sofa and chairs, our father came in and said, "We're in deep trouble. I owe \$80,000. The crops have failed. If I sold everything that we have in the world it wouldn't reach \$50,000. We've got to decide right now what we can do and we've got to cut down expense. First of all, of course, the boys will have to come home from college." Then up rose my mother, the stalwart southern woman of a type familiar to history. She said determinedly, "I don't know just what we'll do to cut down, but the boys will not come home. They are going to have their chance. We have no right to take away their education because we haven't managed our business right. They shall not suffer whatever happens."

That settled the matter, and then we began to talk over ways and means. Everyone of us must do our part to keep the boys in college. My part turned out to be the job of selling vegetables in the

near-by city. So every Saturday I used to take my cart and go down through the streets of that city selling fresh vegetables and fruit and eggs. Then, one Sunday, over to my house came my good Aunt Mattie in her elegant team, and she said to my mother, "I have come over here for something very important. You mustn't let Willis come into town selling vegetables Saturdays. Why, the whole Sutton family will lose caste."

Well, now, I didn't know I had lost anything, and I didn't know what "caste" was anyway, but I did know my brothers had to have their weekly money and I had to help to get it to them, so the next Saturday I went into town same as usual, and I drove that old cart of mine right up by my Aunt Mattie's house and stopped right at her gate and rang my bell. And I called out, "Onions, fresh vegetables, fresh vegetables, onions and garlic, eggs, fresh eggs, brown eggs, speckled eggs, white eggs," and so-forth, till I sold everything I had in the cart, and my Aunt Mattie never came out to tell us about losing caste again, and the boys got through college and so did I. But if it hadn't been for my mother being wise enough to see that an education and a chance in life is the best thing you can give a boy, I certainly wouldn't be here to-day. And there are a lot of mothers and fathers just like mine who to-day will say as she did, "We've got to cut down expenses, but the children shall not suffer for our mistakes. They shall have their chance in life."

¹ A radio address by Dr. Willis A. Sutton, superintendent of schools, Atlanta, Ga., in the National Education Association Sunday night series.

tions and 640 thriving summer schools to which teachers go in large numbers, the gap between what research knows is good and current school practice is as deep and wide as the Grand Canyon. The abyss between progressive education and the public is even more profound.

Four paths! Three of them largely uncharted and unexploited. What alluring vistas for pioneers!

Governor Roosevelt Writes a Motto

AT A SMALL meeting at the National Education Association headquarters we heard the Columbia-trained dean of women of the University of Porto Rico tell how much interest Gov. Theodore Roosevelt took in Porto Rico schools. She told how on his drives through the country he frequently stopped at the

rural schools. Any governor who comes to a school for any reason other than to deliver a speech is such a rare figure that we immediately asked him to write an article.

Governor Roosevelt kindly supplied us with the excellent leading article in this issue. It was written before President Hoover decided that his record with one island warranted trusting him with 7,000 islands that make up the Philippines. We wish him equal success in the Philippines and hope he will contribute at some future time an article on the schools of the Philippines.

His first sentence makes one wish that the practice of hanging mottoes on walls were not out of date. It deserves to be written in large letters where all might see: "It is cold comfort for any child to be turned out on the world after his education has been completed, with no means of earning a livelihood."

The Question of Military Instruction

By William John Cooper

United States Commissioner of Education

WITH the understanding then that I am attempting to please neither the extreme internationalists nor the extreme nationalists on this occasion but that I would have existing schools do the best possible work, I offer some observations and point out some possible lines of study for those especially interested in military education.

We all recognize the effect of social and economic changes upon our institutions and particularly upon much of our educational practice. War is an institution and as such does not escape the operation of these changes. It is immediately influenced by good highways, by new and rapid methods of transportation, by such inventions as gunpowder, the repeating rifle, the machine gun, rapid-fire light artillery, by the development of aircraft, and by progress in chemical science. There is no call for a discussion of the effects of any of these advances upon war and upon military education. Likewise, social changes operate to modify military education. The passing of kings and the disappearance of a separate noble class has changed war from a game of kings and a calling for one class of the population to a national concern. If the Great War established any one fact clearly it was that to-day a whole nation goes to war with another nation and that groups of nations engage in war with other groups of nations. Accordingly, men, women, and children of all social classes and of all economic conditions are involved not merely indirectly, as they are affected by taxation, food shortage, inability to travel, loss of friends and relatives, and the like, but directly.

Everyone Goes to War

Men are required in almost every imaginable type of service. Women are asked to take the places of men in production. Children are asked to grow food supplies in home gardens. All are asked to save money, to furnish funds through direct taxes and by loans. Men are required to take valuable days from business and professional careers, and, in some cases to endure risks to limb and health which may render the investment in preparing for those careers, economically valueless. Every risk of life itself from front-line fighting to spy service in enemy territory is asked of adults, both men and women. Children are expected to suffer privation and malnutrition that may prevent a

wholesome and happy adulthood. Every individual not immediately, completely, and enthusiastically interested is looked upon as a slacker. For citizens of a democracy like our own, the most sacred rights of citizenship, such as freedom of speech, freedom of press, and freedom of assembly, must be surrendered. Even the previous writ of habeas corpus may be suspended during periods of the national danger.

If I am right in thinking that war is passing into the stage of machinery, more emphasis must be placed upon intellectual qualities and less upon the training of hand-to-hand fighters. If I am right in guessing that the next war will be fought in a very large measure with aircraft and poison gases, certainly this observation

What Graduates Think About Military Training

The investigation forecast by Commissioner Cooper is now complete: "A Study of the Educational Value of Military Instruction in Universities and Colleges," by Ralph Chesney Bishop, Office of Education Pamphlet No. 28.

Copies will be supplied without charge until the free stock is exhausted. They may also be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C. (5 cents.)

has point. This also eliminates from war the personal element. Certainly the personalities of the heroes of Homer and Vergil are gone. And no more are there personal combats between kings and princes. Gone even are the feuds to be found in our own Civil War. We now engage in a gigantic impersonal struggle of resources, specific equipment, and human brains and ingenuity.

Homicide, Murder, War

To illustrate again by a concrete situation. Not long ago I was attempting to explain to one of our school boys the difference between murder and homicide. In attempting to unravel the complications involved in these two words because of varying legal definitions, I said that murder involved the killing of a particular individual who was usually known

to the killer and that frequently there existed a clear motive or reason for the murder, but that a homicide might involve no special motive of revenge or hatred but result from a reckless use of firearms or other deadly instruments, approaching the common meaning of manslaughter, which frequently results from carelessness. Artillery from the beginning presented the homicide aspect and now even in trench fighting the machine gun is not aimed at any particular individual. Both lay down a kind of barrage. The other fellow gets in the way much as he does in the way of an automobile in traffic. Under such conditions if war is to be resorted to in the settlement of group disputes it may be assumed then that nations will find it impossible or inadvisable to attempt to maintain large fighting organizations but will maintain a few professional soldiers to plan campaigns and direct the use of machinery and gases in actual conflict. This appears to be our policy in so far as we have any.

At the present time, aside from the few great institutions maintained by the United States Government designed to prepare men for the profession of war, we find military instruction offered in a group of colleges commonly called "the land-grant colleges." One of the departments in these colleges is devoted to military education. Only 3 of the 51 institutions of this type keep their students in uniform all the time. On the campuses of the other 48, men are seen in uniform only on certain days of the week and not all the men are in uniforms even on those days. The work is conducted in accordance with regulations laid down by the United States War Department. Its effectiveness may be measured in part by the fact that records of 39 of these institutions filed with the United States Office of Education indicate that in the World War more than 25,000 of their graduates served as commissioned officers, 15 of whom reached the rank of major general, and 28 more the rank of brigadier general.

On the college level of instruction then it does appear possible to make military education an adjunct to civil education in a way to realize fully an old definition of education given by the puritan poet Milton, who said, "I call, therefore, a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war."

(Continued on page 138)

A Picture of Demand for and Supply of Junior High School Teachers in the United States, 1930-31

State	Total number junior high school teachers involved	Total number new junior high school teachers	Ratio of mobility 3-2 ratio of new teachers to total	Reasons for demand for new junior high school teachers by per cents										Sources of supply meeting demand for new teachers by per cents									
				Predecessor died	Predecessor retired	Predecessor entered college	Predecessor married	Predecessor left to teach elsewhere in the State	Predecessor left to teach in another State	Predecessor entered another occupation or profession	Predecessor left on leave of absence, illness, etc.	Held newly created position	Other reasons creating demand	College or university in same State	Normal school or teachers college in same State	Another school system in same State	College or university in another State	Normal school or teachers college in another State	Another school system in another State	A position other than educational work	Leave of absence	Return to teaching, having some occupation other than educational the past year	Other sources of supply
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Alabama.....	566	170	1-3.33	0.6	4.7	8.8	5.9	48.8	5.9	8.2	1.2	14.1	1.8	20	13.7	44.2	2.9	0.5	4.7	6.4	1.1	4.7	1.8
Arizona.....	137	42	1-3.26	2.4	2.4	16.7	21.4	16.7	7.1	2.4	26.2	7.1	16.7	14.3	14.3	16.7	28.6	4.8	2.3	2.3	2.3	2.3	
Arkansas.....	317	80	1-3.96	3.8	2.5	11.3	6.2	23.7	7.5	15	1.2	22.5	6.3	20	8.7	37.6	8.7	10	5	5	5	5	
California.....	2,556	299	1-8.55	2	3.3	3.7	7.7	31.1	1.7	4	8.4	26.1	12	37.8	7.7	25.5	3	.3	8	4	6	3.7	4
Colorado.....	447	74	1-6.04	2.7	8.1	9.5	12.2	27	10.8	9.4	6.8	8.1	5.4	19	6.7	36.5	12.2	6.7	8.1	8.1	8.1	2.7	
Connecticut.....	498	59	1-8.44	1.7	5.1	10.2	8.4	28.8	8.5	1.7	27.1	8.5	3.3	3.3	10.2	25.5	11.9	22.1	10.2	1.7	6.7	5.1	
Delaware.....	82	17	1-4.82	17.6	17.6	17.6	17.6	35.3	11.8	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	
Dist. of Columbia.....	151	17	1-8.88	29.4	29.4	29.4	29.4	5.9	17.6	5.9	23.5	17.7	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	
Florida.....	533	131	1-4.07	.8	2.3	4.6	6.9	34.3	16	9.9	2.3	13	9.9	22.2	7	33.6	10.7	1.5	9.2	5.3	3.8	6.9	6.1
Georgia.....	374	70	1-5.31	4.3	5.7	20	27.1	7.1	8.6	2.9	20	4.3	20	5.7	37.1	8.6	14.3	4.3	2.8	4.3	2.8	4.3	
Idaho.....	114	39	1-2.92	2.6	12.8	7.7	23.1	17.9	5.1	2.6	15.4	12.8	12.8	12.8	28.3	10.3	2.5	23.1	7.7	9	2.5		
Illinois.....	720	110	1-6.54	.9	3.7	20.9	27.3	8.2	4.5	1.8	22.7	10	27.3	10	28.3	5.4	2.7	10.9	7.3	9	2.7	4.5	
Indiana.....	1,100	171	1-6.43	3.5	2.9	5.3	12.9	33.3	10.5	7	6.4	13.5	4.7	19.9	7.6	33.3	6.4	3.5	12.3	5.3	2.9	4.1	4.7
Iowa.....	996	201	1-4.95	.5	3.5	11.4	16.4	30.3	8.5	9.5	5	8.5	6.4	25.4	7.9	38.3	3.5	1.5	12.4	3.5	.5	5	2
Kansas.....	696	101	1-6.82	2	4.9	6.9	24.8	22.8	3	11.9	3.9	10.9	8.9	23.8	10.9	41.6	4.9	2	6.9	3.9	1	2	3
Kentucky.....	469	69	1-6.80	2.9	7.2	1.5	8.7	26.1	5.8	10.1	7.2	26.1	4.4	23.2	14.5	21.8	11.6	8.7	7.2	1.4	2.9	8.7	
Louisiana.....	119	14	1-8.50	14.3	14.3	14.3	14.3	35.7	14.3	7.1	21.4	7.2	7.1	35.8	21.5	7.1	28.5	11.2	5.5	5.5	2.7	2.7	
Maine.....	164	36	1-4.55	2.8	13.9	5.6	19.4	8.3	5.6	5.6	19.4	19.4	13.9	19.5	30.6	8.3	2.7	5.6	11.2	5.5	5.5	2.7	
Maryland.....	388	48	1-8.08	6.2	6.2	2.1	10.4	16.7	8.3	4.2	10.4	31.3	4.2	29.2	2.1	16.7	25.1	4.1	8.3	4.1	6.3	4.1	
Massachusetts.....	2,371	217	1-10.93	1.4	3.2	2.8	18	30.4	7.4	5.1	5	18.4	8.3	11.5	15.7	31.8	5	1.4	17.6	6.9	.9	3.2	6
Michigan.....	2,432	331	1-7.35	.6	5.4	9.1	15.4	28.9	6.1	4.8	2.7	23.3	5.7	22.1	23.6	31.1	6	1	4.2	4.2	.6	3.9	3.3
Minnesota.....	961	132	1-7.28	2.3	8.3	15.1	28.3	11.4	6.1	6.8	14.4	6.8	15.9	10.6	43.2	6.8	1.5	13.7	3.8	3	1.5	1.5	
Mississippi.....	153	48	1-3.19	8.3	4.2	25	27.1	2.1	12.5	2.1	12.5	6.2	29.2	4.1	39.6	4.2	12.5	6.2	2.2	2.2	2.2	4.2	
Missouri.....	659	110	1-5.99	.9	1.8	3.7	9.1	32.7	13.6	10	2.7	14.6	10.9	26.4	11.8	30	10.9	2.7	5.5	3.6	3.6	3.6	
Montana.....	134	39	1-3.43	2.5	12.8	10.3	23.1	23.2	2.6	2.6	12.8	5.1	10.3	5.1	10.3	23.1	18.1	2.5	38.5	2.5	2.5	2.5	
Nebraska.....	361	97	1-3.72	1	2.1	17.5	16.5	32	3.1	9.3	3.1	8.2	7.2	33	13.5	41.3	3.1	1	2	2	3.1	1	
Nevada.....	41	11	1-3.73	9.1	9.1	9.1	9.1	45.5	9.1	9.1	9.1	18.1	18.1	18.2	27.2	13.2	18.2	18.2	18.2	18.2	18.2	18.2	
New Hampshire.....	145	40	1-3.62	5	2.5	30	20	20	2.5	5	12.5	2.5	7.5	40	15	5	17.5	5	1.6	1.6	1.6	6.2	
New Jersey.....	1,746	194	1-9.00	.5	2.6	2.6	12.4	19.6	12.9	7.2	7.2	25.8	6.5	25.8	8.2	19.6	18.6	6.7	26.3	5.6	1.6	6.2	
New Mexico.....	99	31	1-3.19	6.5	25.8	25.8	16.1	3.2	6.5	9.6	6.5	25.8	3.2	25.8	3.2	25.8	19.4	6.4	13	3.2	3.2	3.2	
New York.....	3,718	334	1-11.13	.9	2.4	1.5	9.6	27.8	4.8	4.5	7.5	32.9	8.1	16.2	16.2	31.7	4.5	2.1	7.8	7.8	1.2	3.9	8.6
North Carolina.....	366	92	1-3.98	2.2	6.5	13	30.4	8.7	9.8	27.2	2.2	27.2	6.5	38.1	7.6	4.3	7.6	2.2	7.6	2.2	2.2	2.2	
North Dakota.....	127	44	1-2.88	15.9	9.1	18.2	18.2	13.6	6.8	11.4	6.8	11.3	25.1	38.7	2.2	13.7	6.8	2.2	2.2	2.2	2.2	2.2	
Ohio.....	2,781	377	1-7.38	1.6	4	3.7	17.5	23.1	2.6	6.6	4.5	29.2	7.2	32.6	2.9	35.3	7.9	1.9	6.9	1.9	4.2	2.4	
Oklahoma.....	499	106	1-4.71	9.4	10.4	10.4	25.5	3.8	16	5.7	9.4	9.4	29.3	8.5	34.1	5.6	.9	7.5	6.6	1.9	1.9	5.6	
Oregon.....	260	57	1-4.56	3.5	8.8	17.5	31.6	8.8	12.3	1.7	10.5	5.3	24.6	14.1	36.9	7	5.2	3.5	1.7	3.5	3.5	3.5	
Pennsylvania.....	4,202	476	1-8.83	1.7	2.9	4.4	15.9	24.6	3.6	5.3	4.2	29	8.4	27.1	13.7	27.5	8.8	.8	5.3	8	1.4	2.1	5.3
Rhode Island.....	183	26	1-7.04	7.7	11.5	26.9	3.8	15.4	3.9	26.9	3.9	7.7	23.1	11.5	7.7	3.8	15.4	3.8	15.4	7.7	7.7	23.1	
South Carolina.....	82	20	1-4.10	5	10	40	10	10	10	20	5	25	5	15	10	10	10	10	10	10	10	10	
South Dakota.....	117	27	1-4.33	7.4	18.6	14.8	11.1	14.3	14.8	11.1	7.4	11.2	11.1	7.4	11.2	33.3	14.9	3.7	29.6	7.3	7.3	7.3	
Tennessee.....	558	88	1-6.34	4.5	5.7	8	33	1.1	2.3	1.1	34.1	10.2	23.9	11.4	39.8	5.7	4.5	4.5	3.4	1.1	2.3	3.4	
Texas.....	1,292	228	1-5.67	.9	3.1	7.9	8.3	37.7	5.2	5.3	6.6	17.1	7.9	25.9	7.4	46.5	3.1	.4	4.8	3.1	.4	5.3	3.1
Utah.....	378	83	1-4.55	7.2	6	15.7	28.9	8.4	12.1	2.4	12.1	7.2	45.8	3.6	26.6	2.4	1.2	8.4	4.8	4.8	4.8	4.8	
Vermont.....	60	17	1-3.53	11.8	35.2	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	
Virginia.....	515	81	1-6.36	1.2	2.5	4.9	22.2	24.7	8.6	12.4	3.7	13.6	6.2	34.5	12.4	19.3	6.1	3.7	14.9	3.7	1.2	1.2	2.5
Washington.....	543	120	1-4.52	4.2	8.3	12.5	27.5	9.2	3.3	5	21.7	8.3	20.8	13.3	34.2	1.7	19.2	6.7	3.3	3.3	3.3	.8	
West Virginia.....	118	17	1-6.94	11.8	11.8	35.3	5.8	5.8	5.9	11.8	11.8	35.3	5.9	29.5	17.7	5.8	5.8	5.8	5.8	5.8	5.8	5.8	
Wisconsin.....	932	163	1-5.72	.6	2.5	9.2	16	26.3	9.8	7.4	3.7	19	5.5	18.9	18.5	29.5	9.2	.6	12.9	4.3	.6	1.8	3.7
Wyoming.....	91	27	1-3.37	3.7	7.4	25.9	20.7	7.4	7.4	7.4	7.4	7.4	7.4	7.4	7.4	22.2	3.7	40.7	11.2	7.4	7.4	7.4	
Total.....	36,251	5,381	1-6.73																				

EXPLANATION

A "NEW" TEACHER is, for the purposes of this study, defined as one "who was not employed in present school system last year (1929-30)."

This table should be read as follows: There were 566 junior high school teachers in Alabama who answered inquiry No. 1; there were 170 of them who had not taught in their present positions during last year (1929-30); there was one "new" junior high school teacher in every 3.33 junior high school teachers; six-tenths of 1 per cent of the "new" junior high school teachers were occupying positions in which the prede-

cessor had died; 4.7 per cent had positions from which the predecessor retired, and so on for the other per cents.

The data in the above table were obtained from an inquiry sent to all teachers in connection with the National Survey of the Education of Teachers. Because of the method of distribution many teachers did not receive these data sheets. For this reason some of the States were not as adequately represented as others. It is also true that the junior high school form of organization has been much more generally adopted in some States than in others. These two facts should be borne in mind in interpreting the percentages in this table.

The Demand for and Supply of Junior High School Teachers

By E. S. Evenden

Associate Director, National Survey of the Education of Teachers

ONE OF THE interesting educational developments in recent years has been the rapid increase in the number of junior high schools which have been organized. Some of the most perplexing problems in the education of teachers have to do with the preparation of teachers for these schools. For that reason the National Survey of the Education of Teachers segregated the data on this group of teachers for special study whenever possible.

The accompanying table gives the replies from 36,251 teachers in junior high schools in all States and the District of Columbia. Of these, 5,381 were "new" teachers in 1930-31. A "new" teacher as used in this table is one who during the previous year (1929-30) was not teaching in his present position. The answers returned give a "mobility ratio" (1-6.73) of four "new" teachers in every 27 junior high school teachers. There was less shifting of positions among junior high school teachers than was found among elementary teachers and also less than among high-school teachers. Expressed in percentages the returns indicate that in 1930-31, 20 per cent of the elementary teachers, 15 per cent of the junior high school teachers, and 20 per cent of the senior high school teachers were "new." As was explained in connection with the previously published tables for high-school and elementary teachers, the differences in the proportion of teachers who were "new" in the several States make very significant differences in the interpretation of this table. For example, 30 out of 100 of the junior high school teachers reporting from Alabama were "new," whereas only 9 out of every 100 were "new" in New York. The percentages given in this table for these two States are based, therefore, upon 30 per cent of Alabama's junior high school teachers and upon only 9 per cent of the total junior high school group for New York.

On the basis of the answers returned, New York had the fewest "new" junior high school teachers per 100 and North Dakota with 35 in each 100 had the most.

Demand for junior high school teachers.—When an analysis is made of why the "predecessors" of these "new" teachers left, it gives a picture of the causes of the vacancies which "demanded" new teachers. These demands for "new" junior high school teachers are of very real in-

terest to teachers and administrators and particularly to those interested in preparing to teach in junior high schools and to those in higher educational institutions who are to prepare them.

Only 3.6 per cent of the "predecessors" of these "new" junior high school teachers retired or left because of illness. This is the same percentage that was found for the high school teachers and three-fifths of that found for the elementary group.

Six and one-tenth per cent of the "predecessors" of these teachers entered college. To the extent that the teachers who answered are typical this would mean that 6.1 per cent of 1-6.73 (mobility ratio), or 0.9 of 1 per cent, of the junior high school teachers left to enter colleges of various kinds at the close of 1929-30. In this connection it is interesting that in practically all the States which had the largest percentages of junior high school teachers going to college there were also high "mobility rates."

The percentage of "predecessors" who left to teach another school in the same State was only 28 for the junior high school teachers of the entire country. Corresponding per cents were 42.2 for the elementary teachers and 33.3 for the high-school teachers. Even though a smaller percentage of junior high school teachers as a total group moved to other schools within the same States, individual States varied in this respect from Alabama with 48.8 per cent to Connecticut with 8.4 per cent. When these are expressed in terms of the total State groups of junior high school teachers, it means that about 15 in every 100 moved to other positions within Alabama and only 1 in 100 in Connecticut.

Column 10 shows that a larger percentage of junior high school teachers accepted positions in other States than did elementary teachers. The percentages on this were 7.6 for all junior high school teachers and 3.2 for elementary teachers.

Evidence that junior high schools were increasing in size and number in 1930-31 is given in column 13, showing the percentages of new junior high school teachers holding newly created positions. This was 20.8 per cent of all "new" teachers and is comparable to 8.8 per cent for elementary teachers and 16.2 per cent for high-school teachers. In other words, approximately 20 per cent of all "new" junior high school teachers and 3 per cent

of all junior high school teachers in 1930-31 held newly created positions. There was in this factor, as in all others, wide variation among States, which when compared with "mobility ratios" gave some interesting contrasts. Most of the States with high percentages of "new" junior high school teachers who held newly created positions also had low mobility ratios and are populous States with large cities. On the other hand, many of the States which had small per cents of newly created positions for junior high school teachers are more sparsely populated with fewer large cities.

Supply of junior high school teachers.—As was also true for both elementary and high-school teachers, about one-third of the "new" junior high school teachers in 1930-31 came from higher educational institutions within the several States. An interesting reversal occurred, however, between the per cents from colleges and universities and from normal schools and teachers colleges when elementary and junior high school teachers were compared. Twice as many of the "new" junior high school teachers were recruited from the colleges and universities within the States as from the normal schools and teachers colleges within the States. The situation was reversed for elementary teachers.

About 1 of every 3 "new" junior high school teachers was drawn from other school systems within the same States and 1 in 10 from school systems in other States. Two-fifths of the "new" teachers in this field were therefore transfers from other teaching positions.

The percentages of "new" junior high school teachers who were on leave of absence the previous year; who returned to teaching, having been in some other work; and who came from other sources are all significant because of their smallness.

Interesting as the percentages in these three tables may have proved to be, the reader is cautioned against attaching too much significance to any single per cent for a particular State. The purpose was to show the total picture of demand for and supply of teachers as well as could be done by this analysis. It is hoped that questions will have been raised which will interest teachers and prospective teachers in attempting to answer them by means of data available in the several States.

Can Better Laws Reduce Illiteracy?

By Ward W. Keesecker

Specialist in School Legislation, Office of Education

CAN ILLITERACY be diminished by improving laws on the statute books? This is a question many States are asking. While the recent census reveals that the United States has reduced illiteracy to 1.6 per cent among persons between 10 and 20 years of age, superintendents, parent-teacher associations, clubs, and other agencies are eager to diminish, as far as possible, the illiteracy that remains.

Citizens, legislators, and school administrators working on this vital problem will be interested in the fact that considerable correlation can be shown between educational conditions and laws for education.

There are, of course, many social, economic, racial, and geographic influences which affect school attendance and literacy. Popular recognition, by parents and children, of the value of an education is apparently the strongest factor in promoting school attendance. If in any State or community the public or school authorities are indifferent, the best attendance law will fail to produce adequate results. The type of school buildings, equipment, roads, transportation, health, and teaching, and the establishment of kindergartens and part-time schools are without doubt important factors affecting attendance. In addition to these influences compulsory education laws promote school attendance and literacy. Educational history shows also that non school attendance and illiteracy keep close company. For example, the States which had adopted and applied compulsory education laws prior to 1890 had by that time reduced illiteracy markedly. They had on the average 2.67 per cent illiteracy among persons between 10 and 25 years of age.

On the other hand States without such laws had then on the average 17.14 per cent of illiteracy within the same ages. Furthermore, the States having no compulsory education laws in 1890, but which adopted them prior to 1920, had by the aid of such laws succeeded in reducing illiteracy of persons between 10 and 25 years of age from 17.14 per cent in 1890 to 5.2 per cent in 1920.

Some Communities Have Complex Problems

During the last 13 years all States have been operating compulsory education systems. This is sufficient time to permit some estimate of their influence and the type of laws which produce best results.

Obviously some laws in themselves are better than others; also nonattendance problems are more complex and different in some communities than in others. The greatest need for a good attendance law is where nonattendance and illiteracy are greatest and most difficult to solve.

The 1930 census reveals three significant facts showing the relation of illiteracy and school attendance to legislation: (1) That the 10 States which ranked lowest in the per cent of literacy of persons between 10 and 20 years of age had, apparently, less rigid and less definite compulsory school attendance laws in 1928 (when these laws were last analyzed for all States); (2) that these 10 States also ranked far below the average per cent in school attendance; and (3) that the 2 States which ranked lowest in per cent of literacy of persons within the stated ages are also the same 2 States which had, apparently, the weakest laws.

Illiteracy Chiefly Affected by Racial Differences

It is obvious from the tables given here that illiteracy is chiefly affected by racial differences. On the other hand (eliminating the racial element) it is apparent that 9 of the 10 States shown in Table 1 have also an unusually high rate of illiteracy among the native white population between 10 and 20 years of age.

TABLE 1.—School attendance and illiteracy in 10 States having less than 10 of the 20 provisions generally found in compulsory education laws

State	Per cent of persons between 7 and 13 years of age attending school (1930)	Total number months attendance required (1928)	Total per cent of persons 10 to 20 years of age who are illiterate (1930)	Per cent of illiterate native whites 10 to 20 (1930)	Per cent of illiterate Negroes 10 to 20 (1930)
1	2	3	4	5	6
Alabama.....	88.5		5.7	2.1	12.0
Arizona.....	90.8	64	5.5	10.3	1.3
Georgia.....	88.6	36	4.8	1.8	9.5
Louisiana.....	89.4	49	5.8	3.1	10.3
Mississippi.....	91.3	36	5.4	1.2	9.1
New Mexico.....	90.7	70	5.7	2.3	3.0
North Carolina.....	93.0	42	4.2	1.9	9.0
South Carolina.....	86.4	46	8.6	2.4	14.7
Texas.....	88.7	36	4.1	.6	4.2
Virginia.....	90.7	50	3.9	2.5	7.4

¹ The high percentage of illiteracy among the Indian and Mexican population in Arizona is not included in columns 5 and 6.

Out of 20 legal provisions generally found in compulsory education laws the

10 States appearing in Table 1 had fewer than 10 of such provisions. Following are some of the omissions or weaknesses of the laws in these States (as they apparently existed in 1928):

Eight States did not definitely define truancy; 8 did not specifically require teachers or principals to report truanies immediately; 9 did not provide penalties for teachers and principals upon their failure to report truanies; none specifically required attendance officers to act immediately upon truancy cases reported to them; none provided penalties for attendance officers upon their failure to act; 8 of them did not seem to prescribe conditions under which truancy officers may arrest truants, or to specifically vest this power in such officers; 8 of these States seemed to allow exemptions from school attendance on account of distance from school; 6 did not provide who shall grant exemptions; 5 allowed labor permits without any definite educational requirements; 1 required mere ability to read and write; and 1 required only a fourth-grade education; 5 did not require attendance until 8 years of age; 5 did not require attendance after 14 years of age; 6 required less than 50 months' total school attendance. These States did not require, on an average, more than 36 months of total school attendance.

The 9 States which had 14 or more of the 20 provisions generally found in compulsory education laws have the following types of provisions: Four States definitely define truancy; 6 specifically require teachers and principals to report truancy immediately; 6 provide penalties for teachers and principals upon their failure to report truanies; 7 provide penalties for truancy officers upon their failure to act immediately upon truancy cases reported to them; 5 provide penalties for truancy officers upon their failure to act upon truancy cases; 7 specifically vest attendance officers with power to arrest truants; 6 permit no exemptions on account of distance; 7 prescribe who shall grant exemptions; 7 require completion of the seventh grade or more for labor permits; all require attendance at 7 years of age; 8 require attendance until 16 or more years of age; 6 require attendance for 9 or more school terms; 7 require 72 or more months of total school attendance. These States require an average of more than 75 months' total school attendance.

TABLE 2.—School attendance and illiteracy in the nine States having 14 or more of 20 provisions generally found in compulsory education laws

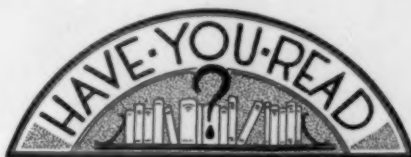
State	Per cent of persons between 7 and 13 years of age attending school (1930)	Total number months attendance required (1928)	Total per cent of persons 10 to 20 years of age who are illiterate (1930)	Per cent of illiterate native whites 10 to 20 (1930)	Per cent of illiterate Negroes 10 to 20 (1930)
1	2	3	4	5	6
Iowa.....	98.3	72	0.2	0.2	0.6
Kansas.....	98.0	72	.3	.2	.4
Maryland.....	96.4	90	.9	.5	3.1
Missouri.....	96.8	72	.6	.5	2.0
Ohio.....	97.9	94	.3	.3	.7
Pennsylvania.....	97.3	64	.3	.3	.6
Washington.....	97.7	64	.3	.2	.5
Wisconsin.....	98.0	72	.3	.2	.5
Wyoming.....	98.0	72	.5	.2

It is axiomatic that a law requiring attendance from 7 to 18 years of age will secure attendance over a longer period of youth than one requiring attendance from 8 to 14; that a school term of 9 months will secure more annual attendance than one of 6 months; and that a law requiring an eighth-grade education before labor permits can be issued will secure more attendance than one requiring only a fifth-grade education or none at all. It is also obvious that better enforcement would naturally follow a law requiring that truancies be reported immediately, or within 24 hours, than one requiring that they be reported weekly. It is plain that a law with a penalty provision for neglect of duty by teachers and attendance officers is likely to be more effective than one without such provision; and that a law which defines truancy is likely to obtain a more satisfactory court judgment than one without such definition.

Compulsory education laws which require school attendance of children 6 years of age have been in operation for many years; this is also true of laws requiring attendance until 18 years of age. Results show that children 6 years of age make good progress in school, but under the laws of approximately one-half of the States they are not required to attend school until 8 years of age. Children who stay out of school until they reach the age of 8 are considerably handicapped when they start. Their retarded educational development tends to promote an attitude of embarrassment, a dislike for school, truancy, and early withdrawal. Thus permissive nonattendance during the years from 6 to 8 tends to defeat the very aim of the compulsory education law.

The test of efficiency of any compulsory education system may be fairly shown by

the answers to two questions which are: First, what per cent of the total school population does it get into school or otherwise reach? Second, how well does it keep pupils in school? Generally speaking, the school attendance law which scores satisfactorily on these two questions is a satisfactory law.



Drawing by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT
Librarian, Office of Education

An entertaining account of early American spellers appears in the Michigan Education Journal for January. F. W. Frostie, superintendent of schools at Wyandotte, describes the contents and make-up of some of the oldest spelling books, and points out that Noah Webster holds the "all-time all-American" record as a textbook writer. At the age of 24 he published a spelling book that was the standard for more than 50 years and of which 70,000,000 copies have been sold. Several reproductions of pages of the old spellers illustrate the article. A new quarterly has just appeared. The American Scholar, successor to the Phi Beta Kappa Key, appeared in January. The editor describing the function of the periodical states that it "will be devoted to general scholarship, . . . will present articles which will appeal to persons who have general intellectual interests, perhaps as supplementary to technical or academic interests." A complete list of junior colleges within the United States and in foreign countries appears in the Junior College Journal for January. The compiler is Doak S. Campbell, secretary of the American Association of Junior Colleges. The list is arranged by States and gives location, name of presiding officer, date established enrollment, and tuition. In the Journal of Social Hygiene for February, Dr. Ray Lyman Wilbur, Secretary of the Interior, discusses "Self-management the basis of citizenship." He gives excellent advice to those young people who "pose as rather devilish in order to show people that they have grown up and are quite worldly." Several articles on the subject "The visiting teacher" appear in Understanding the Child for January. "The history of the movement," "The visiting teacher in America to-day," "The visiting teacher in Massachusetts,"

"How the visiting teacher may help the classroom teacher," and "A day with the visiting teacher" are titles which show the scope of the articles.

A "summary of investigations of extra-curriculum activities of 1930," beginning in the School Review for February, contains an annotated bibliography of 91 references on the subject. The author, Paul W. Terry, of the University of Alabama, promises a summary to follow. Adelbert M. Jakeman faculty advisor of the Westfield High School Herald, writes on the "Advertising value of the school newspaper" in the Massachusetts Teacher for February. He points out 10 ways in which the school may profit by the publicity afforded by a good school paper. An interesting prospectus of "Summer schools of Spanish in the Americas" appears in the Bulletin of the Pan American Union for February. There is a short account, illustrated with excellent pictures, of the summer sessions at Mexico City, at the University of Guatemala, at Lima, and in Porto Rico. Much is being written on the wise use of leisure. In Recreation for February, Maria Lambin Rogers discusses "The development of personality through leisure." While she offers no solution of the problem of leisure time, she does indicate some experiments which seem to be contributing to that solution. Many of the State educational journals for February have devoted much space to the George Washington Bicentennial Celebration. Historical and biographical articles, poems, illustrative material, and excellent suggestions for working out programs have appeared. One—The Idaho Journal of Education—gave the words and music of the song written by George M. Cohan. A new periodical called Education Law and Administration issued its first number in January. Its purpose is to serve "as an organ of research and a clearing-house of current information on the legal aspects of educational administration." Editor: M. M. Chambers, Teachers College, Kansas City, Mo. Harold J. Laski critically surveys the institution of "The American college president" in Harpers for February. He takes for his thesis the simple statement that the "university president of the American type is an undesirable feature in academic life." A list of the bills pending in Congress which are of special interest to educators is given in Educational Record for January. The number of the bill is given, also its title, the name of the Member by whom it was introduced the committee to which it was referred and a brief outline of its contents.



BOYS AND GIRLS ENJOY THE READING AND MAKING OF POETRY

Making Activities Serve the Child

By Ruby M. Adams, Elementary Supervisor, and Charles J. Dalthorp, Superintendent of Schools, Aberdeen, S. Dak.

EXCEPT WHERE the work-study-play or platoon schools have been established, the development of extra curricular programs has not been so rapid or pronounced in the elementary schools as in the secondary schools and colleges.

Aberdeen, S. Dak., made a thorough survey and analysis of the daily activities of every child in its elementary schools in the fall of 1929. The survey revealed that numerous school practices were contributing either directly or indirectly to the establishment of many undesirable habits and traits of character. Groups of children were coming to school an hour before the time set for the opening of school in the morning for special instruction in group piano, and stringed or wind instruments. Special groups were remaining after the close of school in the afternoon for chorus work, team games, dramatic rehearsals, and other special activities. Still other groups were reporting to the churches, Boy Scout and Girl Scout headquarters, the Young Men's Christian Association, and other similar centers for after-school religious, recreational, and citizenship activities.

Some Children Under Strain

Some children were engaging in as many as six different activities, while others were neither interested nor participating in any activity. Children engaging in many activities were often found to be under a continuous mental and physical strain, and in most instances were not carrying all of their outside activities creditably. A large percentage of the children overburdened with outside activities were not doing satisfactory work in the classroom. Children not participating in any activities were losing opportunities for the development of initiative, resourcefulness,

cooperation, leadership, social ease, and enriched background. A great number of the nonparticipating children were passive in their attitudes toward school.

The results of the survey showed clearly that a better integrated day and a better balance of activities for elementary children were immediate necessities. A plan was devised for providing two periods a week of 40 minutes each for children in the fourth, fifth, and sixth grades to be devoted to desirable activities during school time. At the times set aside for group activities, pupils assembled in regular classrooms with one of the regular teachers serving as the activity director. Activities organized in the various schools included boys' chorus, girls' chorus, mixed chorus, science, dramatics, cooking, art, construction, group piano, poetry, gardening, orchestra, and band. Teachers selected the activity group they wished to direct on the basis of personal interest in the activity or special qualifications. Activities in group piano, stringed and wind instrument instruction, band, and orchestra were directed by the special teachers of that work who came to each elementary school on the club days.

Aberdeen has seven elementary schools (grades, kindergarten to sixth) which made it necessary to carefully dovetail schedules for visits of special teachers in piano, stringed and wind instruments to the various buildings. Each child was permitted to select two activities. Groupings were made on the basis of interests rather than upon age or grade levels.

The activities and interests have been varied in the groups in the different schools. The science groups have claimed the largest enrollments. One science group has been interested in the performing of simple experiments, another

group has made entertaining studies of plant and animal life. These groups have prepared balanced aquaria, built and equipped bird-feeding stations, and have carried out a nutrition unit by using two groups of white rats. A study of weather and the work of the weather bureau, an astronomy unit, and a school garden have developed in other science groups. Puppet shows, shadow plays, and dramatization of stories read or written by the children have been given by the dramatic groups. Experimentation with clay modeling, soap carving, water-color work, and oil paints have interested the art groups. This year the chorus groups rehearsed Humperdinck's opera, *Hansel and Gretel*. The art groups painted the scenery for the production. Dramatics, chorus, orchestra, and similar groups gave occasional assembly programs to which all other groups were invited.

Two years of work with group-activity periods have created many problems and necessitated many changes. Possibilities for growth and improvement in the program are unlimited. In the short time the plan has been in operation, many desirable results have been secured. A better integrated day has been developed. Better opportunities have been provided for children to engage in desirable activities that can not be provided in the classroom.

The plan has also given opportunities to children who have no contacts for training of this type outside the school; it has created a more wholesome interest in classroom work; it has provided more fully for the social, physical, and emotional needs of the child; the extra load of many pupils has been lightened; the work of outside organizations has been made more meaningful.

The Schools of Porto Rico

(Continued from page 122)

others in the island a lecture for parents once a week. These lectures are delivered by the health officer of the district, the agricultural agent, the social worker, or some similar person, and deal with matters of practical interest. We also try to have moving-picture films where we can. We use the schools as centers through which to disseminate all types of knowledge from health to questions of market conditions.

Besides this, we are trying to make of some of our schools social centers for their communities. We hold fairs and dances at them, and exhibit there the vegetables raised in the school gardens, and handiwork of the children.

One of the most important means whereby, we believe, we can accomplish our ends in this endeavor is through the radio. At the present moment we have a broadcasting system run by the International Telegraph & Telephone Co., which is woefully inadequate and has been allowed to get into such a condition through lack of funds that its equipment is incapable of consecutive or dependable use. We therefore approached the departments in Washington with the idea of obtaining aid in the establishment of an insular broadcasting station, and have been able to arrange with the Navy Department for a station to be run in conjunction with the naval radio station at Cayey, which will reduce the cost of maintenance to practically nothing. It will be necessary for us to obtain congressional action for funds for the original construction, but we hope that this money will be made available for use during the coming session.

Plan to Use Radios in Schools

That, however, is but half the battle. The transmitting station is of no value unless we have receiving sets. We wish ultimately to put a receiving set in every one of our schools. Such a procedure, particularly in the rural schools, would be of enormous value. First, of course, we could use it for lectures delivered during school time in the same fashion that it is used in Cuyahoga County, Ohio. Second, and even more important, it could be used for evening programs.

The vast majority of our rural schools are situated in the hill country. As in the mountains of Virginia, Tennessee, and Kentucky, practically no means exist for social contact. When night falls, the poor people return to their little houses, where inadequate light practically prohibits all recreation or study. If we are able to install radios in the schools and arrange proper programs, we can draw the vast

majority of the local population to the schools. We plan to have programs delivered once a week, or oftener, from San Juan. They would comprise reasonably short lectures on practical subjects, delivered by the best authorities on the island. In addition, we would try to have them not merely educational but recreational as well, and would arrange for band concerts, singing, and other entertainment. Due to the extreme poverty and inaccessibility of many of our rural districts, the ordinary means of transmitting information, such as the newspapers, are practically entirely absent. We would therefore have a brief summary of topics of the day.

A Source of Spanish Teachers for United States

Roughly, that comprises our plans for the utilization of radio. The difficulty that confronts us now is securing the money wherewith to buy receiving sets. We have not the resources at hand ourselves. With this end in view, we have placed before the Carnegie Corporation a request for \$50,000. Though this sum would not purchase sufficient radios to equip the schools, it would give us money wherewith to start to equip the most isolated and poorest. Once that was done and the programs established, the probabilities are that the remaining communities would somehow find means for providing for themselves.

A radio broadcasting station such as outlined would have a very distinct value from the standpoint of contacts between North and South America. Matters of interest to Latin America would be transmitted from Porto Rico, and in addition the radio could be used for the transmission of advertising programs in Spanish to South and Central American countries. Right now Santo Domingo listens to our lectures on agriculture. It could play an important part in the ultimate program of mutual understanding and sympathy which must be cultivated between North and South America.

There ought to be a closer connection between our schools in Porto Rico and those on the continent. There are many ways in which a mutual benefit might be derived. One way in which we can contribute notably is through furnishing Spanish teachers. Unquestionably the language most valuable to the average American in the future is Spanish. Our interests are going to be more closely intertwined as the years pass with the countries that lie south of the Rio Grande. Here in Porto Rico are American citizens of Spanish blood and tradition, speaking both English and Spanish, speaking the latter with the love of people born to the tongue. They can perform a tremendous service to education in the continental

United States if they are given a chance, for they can teach not merely the bare bones of the language but the spirit of Spanish thought as well.



President Hoover on School Expenditures

THE WHITE HOUSE,
Washington, February 25, 1932.

MY DEAR DOCTOR POTTER:

I congratulate the department of superintendence of the National Education Association most cordially upon the success of its conference just closing in Washington; and the Nation upon the inspiration in the high service of education that flows out to the country from its deliberations.

These serve again to remind our people that, however the national economy may vary or whatever fiscal adjustments may need to be made, the very first obligation upon the national resources is the undiminished financial support of the public schools. We can not afford to lose any ground in education. That is neither economy nor good government.

Yours faithfully,

HERBERT HOOVER.



Syracuse Has All-Sports Program

Syracuse University has inaugurated an intramural sports program which is very popular. Horseshoe pitching is becoming "collegiate" and "touch" football is taking its place with golf, basketball, handball, and mountain climbing. Thirty-five teams were entered in a recent "touch," football tournament. Seventy-eight teams and almost a thousand students are taking part in the basketball competition now under way. Bowling, swimming, and tennis are included in the program as instruction for wise use of leisure time after graduation. Graduate students, training to become high-school physical education instructors, aid in directing this intramural sports program.



An institute of adult education will be held in Spokane, Wash., Apr. 6, 7, and 8, 1932, under the auspices of the Inland Empire Education Association, an organization which draws its membership from Idaho, Montana, Oregon, and Washington. The institute will be conducted in round tables, discussion groups from the various agencies of formal and informal adult education whose leaders, national and local, will be in attendance.

Helps For Classes Studying Latin America

SOME VERY practical helps for teachers who plan to turn the attention of their classes to Latin America have been prepared by the Pan American Union, Washington, D. C.

These materials have been prepared especially to aid schools in observing Pan American Day, April 14, which will be proclaimed officially this year for the second time. The excellent program suggestions, references and other information compiled by the Pan American Union authorities, can, however, be used at any time of the year when students study our neighbors to the south.

Pageants and Projects

"Pan America" is a historical pageant written by Grace H. Swift, including scenes of aboriginal civilizations, immigration of Europeans to the New World, Bolivar's work, Monroe reading his doctrine, and a conference of all the Pan American States.

Pan America's Reception is a Pan American Day pageant given last year by the Raymond School, Washington, D. C. It emphasizes the products which the countries produce.

Christ of the Andes is a description of a project worked out by a sixth-grade class under the direction of Eleanor Holston, Ithaca, N. Y.

Miss Mary Wilhelmine Williams, of Goucher College, has prepared an Outline for Incidental Study of Latin-American History that will be useful in the high school.

Clubs, Music, and Visual Aids

The Pan American Union can also supply suggestions for the development of Pan American clubs in high schools. They will put persons interested in touch with organizations in this field.

Schools in search of Spanish music will want the list giving Spanish and Latin American songs, textbooks containing songs, and publishers handling Spanish music.

Visual aids have not been forgotten. The Pan American Union has prepared a roster of agencies through which schools can secure slides and films on Latin American subjects and a list of companies selling flags of Pan American countries and another list of sources of other information, tourist folders, and pamphlets concerned with Latin America.

Reference Books Listed

Three types of references have been prepared by the Pan American authorities: First, an extensive bibliography on Pan American topics for high schools; second, a list of juvenile books on Latin America; third, a list of the many excellent pam-

phlets and reprints available from the Pan American Union at small cost.

Every school library would be distinctly richer by having on file the illustrated series on Pan American nations, cities, and products that are sold by the Union, at 5 cents per copy. These include booklets on 21 countries and products usually studied in school, such as asphalt, bananas, chicle, chocolate, cocoa, coffee, copper, nitrates, rubber, and sugar.

Three larger publications available are Seeing South America, 224 pages, 70 illustrations, 25 cents; Seeing the Latin Republics of North America, 185 pages, 73 illustrations, 25 cents; and Ports and Harbors of South America, 200 pages, 100 illustrations, 25 cents.

On the Air

Some good radio programs in prospect

For the School

Pan American Day program, April 14. Address by Vice President Curtis; Latin-American music by the United States Army Band: 2.30-3.30 p. m. (E. S. T.).

For the Home

Eight vocational guidance programs to help boys and girls choose their life work: 7-7.30 p. m. (E. S. T.) on Sundays.

A new series on The School and Present-day Problems, directed by Miss Florence Hale, president of the National Education Association: 6.30-7 p. m., Sundays.

Watch your local newspapers for further announcements.

The packets available to schools free (one packet per school) contain only the pageant, project, reference, and visual aid material, not the pamphlets listed with a price. But in addition the packets contain some useful textual material in mimeograph form: Washington and the Emancipation of the Americas; Joaquin Miller's Columbus; and Simon Bolivar: A Brief Biography.

To obtain these free packets address the Educational Division, Pan American Union, Washington, D. C. Because of the limited supply, distribution is restricted to one packet per school.

The Chilean Ministry of Public Education recently issued a decree approving a regulation establishing an educational

motion-picture service. All theaters in Chile will be compelled to show a film on some educational subject with each program.



American Federation of Organizations for the Hard-of-Hearing

AMONG the various national education organizations located in Washington, D. C., is the American Federation of Organizations for the Hard of Hearing (Inc.), created and maintained to assist and encourage all legitimate activities for the benefit of the deaf and the partially deaf.

This organization carries out its functions in several ways. It publishes monthly The Auditory Outlook, which reports matters of interest in connection with work for the hard-of-hearing. It publishes eight bulletins a year, each devoted to one particular phase of the problem. In addition, other helpful articles appear from time to time in educational periodicals. The federation acts as a clearing house of information for more than 90 State and local associations in the United States which work for the benefit of those with impaired hearing. It also helps to organize new societies in sections where none exist.

The federation and its work are indorsed by the leading medical societies. School authorities wanting advice on any matters relative to the testing of hearing and approved handling of hard-of-hearing children in their schools may apply to the secretary of the federation, 1601 Thirty-fifth Street NW., Washington, D. C.—A. C. MONAHAN.

Question of Military Instruction

(Continued from page 131)

This kind of military education proved to be of great service to the Republic in time of danger. Did it have any bearing on getting us into the war? No such charge has been made so far as I can discover. Does it tend to make men eager for actual warfare? It has been asserted by antimilitarists that it does, but I can find no facts to substantiate the charge. In an effort to answer this question, at least in part, the Office of Education is cooperating with a committee in attempting to ascertain from recent graduates who had been enrolled in the Reserve Officers' Training Corps in many of our colleges their frank opinion of the weaknesses and strong points in the military courses which they took and the usefulness, if any, of these courses in civil life. I hope that this may be only one of several investigations designed to remove this issue from the realm of mere opinion to a discussion of the actual facts involved.



New Government Publications Useful to Teachers



Drawing by Charles Sazoma, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote.

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

The publications listed may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk.

Cocoa in the Ivory Coast. 1931. 36 p., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 125.) 15¢.

Development and present status of the cocoa industry in the Ivory Coast—one of the eight colonies comprising French West Africa. Labor supply, land tenure, the harvesting, preparation, and transportation of cocoa, and the commercial position of the industry are also discussed. (Geography; Economics; Commerce.)

The Farm Garden. 1931. 68 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1673.) 10¢.

General information on soil, fertilizers, soil preparation, plan and arrangements, seed supply, starting early plants, transplanting, cultivation, irrigation, canning, and storing, etc. (School gardening; Biology; Botany.)

French Chemical Industry and Trade in 1930. 25 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 781.) 10¢.

One of a series of reports on the chemical industries of the major European producing countries. Bulletins of the series have already been issued on the chemical industry and trade of Germany, Czechoslovakia, Italy, Poland, Great Britain, Sweden, Norway and Denmark, Portugal, and Switzerland. (Economics; Chemistry.)

Influence of Weather on Crops: 1900-1930. 246 p. (Department of Agriculture, Miscellaneous publication No. 118.) 40¢.

A selected and annotated bibliography. (Agriculture; Library science.)

Price Lists. Weather, Astronomy, and Meteorology, No. 48; Mines—Explosives, fuel, gas, gasoline, petroleum, No. 58. Free.

Mineral Resources, 1930. Pt. 1. Vanadium, uranium, and radium, pp. 133-150, 5¢; Bauxite and aluminum, pp. 151-178, 5¢; Silver, copper, lead, and zinc in the Central States, pp. 209-242, 10¢; Secondary metals, pp. 333-354, 5¢. Pt. 2. Pennsylvania anthracite, 44 p., 10¢; Magnesium and its compounds, pp. 181-203, 5¢; Asphalt and related bitumens, pp. 205-246, 10¢; Slate, pp. 277-290, 5¢. (Mineralogy; Geology; Economics; Geography.)

Let's Know Some Trees. 1931. 38 p., illus. (Department of Agriculture, Miscellaneous Circular No. 31.) 5¢.

Brief descriptions of the principal California trees—Pines, firs, cedars, sequoias and other California cone-bearers, oaks, willows, poplars, maples, alders, etc. (Forestry; Nature study; Geography.)

Porto Rico—What it Produces and What it Buys. 1932. 61 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 785.) 10¢.

Climate, Health Conditions, school enrollment, language, government, public finance, transportation and communication, labor supply and demand, power utilization, advertising, the industries, and commodity markets of Porto Rico—United States' fourth best customer in Latin America. (Geography; Economics; Commerce; Civics.)

Credit and Payment Terms in Foreign Countries. 103 pp. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 123.) 20¢.

Sets forth the methods of payment usual in each of the foreign countries and terms usual in the granting of credit, in order to emphasize the differences in respect to various countries and localities, and in respect to the purpose of different commodities. (Geography; Commerce; Economics.)

Insects Injurious to Agriculture in Japan. 115 pp., fold. map. (Department of Agriculture Circular No. 168.) 20¢.

A discussion of deciduous-fruit insects, as well as insects to be found in miscellaneous tropical and subtropical fruit, field-crops, cotton and tobacco, truck-crops, tea, forests, and stored-grain. (Entomology; Commerce; Geography.)

Reports to the President of the United States Tariff Commission: No. 21, Cheese, 18 pp., 5¢; No. 22, Olive Oil, 20 pp., 10¢; No. 23, Iron in Pigs and Iron Kentledge, 19 pp., 10¢; No. 25, Dried Egg Products, 17 pp., 5¢. (Home economics; Foreign trade; Geography.)

Subject Index of United States Tariff Commission Publications, Revised September, 1931. 36 pp. 10¢. (Librarians.)

Present status of the British and coal industry. 1931. 19 pp. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 764.) 10¢.

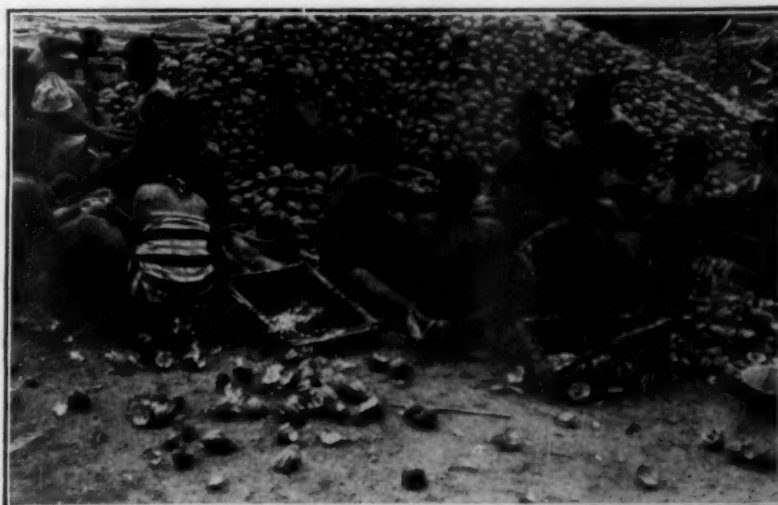
The economic importance of the coal industry is set forth as well as postwar economic difficulties, the present rationalization plans, and the working of the new plans. (Economics, geography.)

Suggestions for the improvement of old bank dairy barns. 1931. 35 pp., illus. (Department of Agriculture, Circular No. 166.) 10¢.

Suggested improvements for old barns as to light, ventilation, stalls, and equipment, as well as suggestions for new barn construction. (Agriculture; Manual training.)

Architectural Acoustics. 1931. 8 p. (Bureau of Standards, Circular of the Bureau of Standards, No. 396.) 5¢.

Historical origin of architectural acoustics, usual defects of auditoriums—Echo, dead spots and sound feel, reverberation—calculation of the reverberation time, and planning an auditorium. (School architecture; Music.)



Courtesy Bureau of Foreign and Domestic Commerce

NATIVES REMOVING COCOA BEANS FROM THEIR PODS

One of numerous illustrations appearing in "Cocoa in the Ivory Coast," a publication of the Bureau of Foreign and Domestic Commerce known as Trade Promotion Series No. 125 which is available from the Superintendent of Documents at 15 cents per copy.

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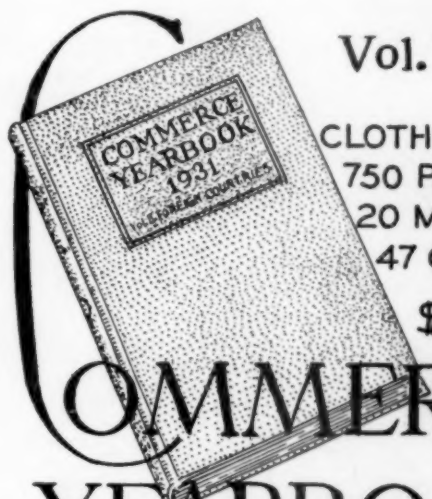
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